

IMPACT OF COMPANION ANIMALS ON ACADEMIC PERFORMANCE AND EMOTIONAL WELL-BEING AMONG BSP STUDENTS

ABSTRACT

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This study examines the influence of companion animals on the academic performance and emotional well-being of Bachelor of Science in Psychology (BSP) students. As academic demands intensify, pets are increasingly viewed as alternative sources of support. The research investigates whether pet ownership contributes to stress reduction, improved focus, and enhanced motivation—factors that may positively affect academic outcomes. It also explores differences across academic year levels and considers the potential long-term emotional support provided by pets. The study aims to deepen the understanding of animal-assisted support within academic environments. This study utilized a descriptive-correlational research design to assess the relationship between companion animal ownership, academic performance, and emotional well-being among Bachelor of Science in Psychology (BSP) students. A total of 100 BSP students from first to fourth year who own companion animals were selected through purposive sampling. Data were collected using structured survey questionnaires, which explored the effects of pet ownership on students' concentration, study habits, academic achievement, anxiety levels, emotional support, and development of responsibility. The study found that most respondents were young adults aged 18 to 23, with a majority being female (83%) and from lower-income households (79%). Dogs (64%) and cats (36%) were the most commonly owned companion animals, with most respondents having cared for their pets for over a year. The results align with previous studies, indicating that companion animals help reduce stress, enhance emotional resilience, and improve time management. Overall, pet ownership was shown to positively influence both emotional well-being and academic performance by supporting stress relief, increasing focus, and boosting motivation. The study reveals that the positive effects of companion animals are consistent across different academic year levels, indicating that pet ownership offers both immediate and long-term benefits. These findings support the potential integration of animal-assisted interventions in educational settings, where companion animals can play a valuable role in enhancing student well-being and academic performance. The research encourages educational institutions to consider implementing programs that promote animal companionship, recognizing its ability to provide emotional support and academic assistance to students as they face the demands of their academic journey.

RECOMMENDED CITATION

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